TCORE 102C
Introduction to Science
Plankton to Porpoises: Organisms of the Puget Sound Waters

<table>
<thead>
<tr>
<th>Class Times</th>
<th>Tuesday 12:55 to 2:55 PM in JOY 009</th>
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<td>Thursday 12:55 to 2:55 PM in JOY 009</td>
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<tr>
<th>Office Hours</th>
<th>30 minutes following class in JOY 009 and by appointment in KEY 202</th>
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| Contact            | vhunt@uw.edu | Cell: 337 244 4210 |

Course Description

In this course, we will focus on the life in our local coastal waters, examining both groups of organisms that have been extensively studied, and those where little is known. We will ask: Who? What? Where? How? and Why? as we focus on observation and the generation of meaningful questions in science. As we generate questions from our own observation practice, we will hone our research skills by locating existing answers in the research literature, and evaluating those answers.

I will not continually lecture about the specific content or processes you “have to” learn because: a) I don’t know all there is to know about the Puget Sound, b) you may not remember what I lectured about, even though I would learn a great deal writing the lectures), and c) most people learn best by seeing, thinking, and then doing. Instead, we will spend a great deal of class time doing research on and discussing the life within and around the Puget Sound waters. You will investigate what is currently known about selected organisms of the Puget Sound, present this knowledge to your classmates and instructor, (communication of your knowledge is a vital scientific skill) and between us we will help you develop questions for further investigation. We will approach science as an open field full of interesting questions to be discovered and investigated, rather than as a fixed body of knowledge to be mastered and/or memorized.

It is also important to experience the environment for yourself and meet people involved in investigating the Puget Sound. I will arrange two mandatory class field trips, and offer a third for extra credit. We will talk in advance about transportation, so be prepared to carpool with your classmates and/or use public transportation sometimes.

Core

The Core program consists of a coordinated series of courses that represent the various disciplines in the university. This course, along with the others in your cohort, fulfills one of the university’s general education requirements in each of the areas of knowledge plus composition. The courses are designed to both support and challenge you to develop the critical thinking, writing, research, and analytical skills you’ll need at UWT while introducing you to relevant topics in the social sciences, humanities, and sciences.
Learning Objectives

- Develop an appreciation for our local waters and the variety of organisms within via lectures, videos, discussions, field trips, and personal research in secondary and primary literature. Demonstrate this growing appreciation via written papers, presentations, and participation in class discussions and activities.
- Understand how all the different groups of organisms in and around our coastal function as a part of the estuarine system.
- Gain an appreciation for what is known, and what is still unknown about organisms of the Puget Sound, and be able to formulate new research questions.
- Become knowledgeable about organisms of personal interest to you, and be able to teach and engage others about these creatures as you present information you have discovered, evaluated, and synthesized.
- Examine some of the issues facing the creatures of the Puget Sound, understand known and possible consequences, and evaluate and discuss possible solutions to these problems.

Required Texts and Materials

- A Canvas account. This is where I post materials, assignments, and grades, and where you can post some assignments.
- Primary Text: Puget Sound’s Wildside: A Natural History of Puget Sound’s Marine Environment by Michael Behrens & Katrina Mikitik, 2009. Published by Harbor WildWatch, Gig Harbor, WA.
- Reserve materials as announced in class. I will make a small personal library available to you by placing materials on reserve in the library.
- Computer with internet access (WG 108 is an open computer lab).

Participation

Come to class! You need to be in class regularly to earn a passing grade in this course. I need your presence, engagement, preparedness, enthusiasm and conversation to make this class work as a learning community. You need the substantial portion of the grade that is assigned to in-class activities. Informing me of anticipated absences is expected as a basic courtesy. Even so, you must realize that if you are not present, I cannot award you participation points for activities, and make-ups are generally impossible. If you come in late, you are expected to do so quietly and seat yourself at the back of the room.

Side conversations with others, sleeping, lateness, and inappropriate use of electronic devices will all negatively impact your participation grade (probably because I will request that you leave the room). I recommend that you decide in advance not to indulge in such behaviors, but instead to come to class with purpose and a commitment to a positive and productive experience for all.
Graded Assignments:

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<tr>
<th>Assignment</th>
<th>Tentative Date</th>
<th>Points</th>
<th>Mode of Delivery</th>
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<tbody>
<tr>
<td>Video Reflection, <em>Secrets of the Sound</em></td>
<td>September 30</td>
<td>25</td>
<td>In-class, hard copy</td>
</tr>
<tr>
<td>Quiz – Puget Sound and Issues</td>
<td>October 7</td>
<td>50</td>
<td>In-class, hard copy</td>
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<tr>
<td>Presentation – Invasive Species</td>
<td>October 9</td>
<td>75</td>
<td>In-class, hard copy</td>
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<tr>
<td>Peer Feedback on Invasive Species Presentations</td>
<td>October 9</td>
<td>25</td>
<td>In-class, hard copy</td>
</tr>
<tr>
<td>Plankton Tow Field Trip Assignment</td>
<td>October 23</td>
<td>100</td>
<td>In-class, hard copy. Late assignments must be scanned and uploaded to Canvas</td>
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<tr>
<td>Video Reflection <em>Return to the Water</em> (marine mammals)</td>
<td>October 23</td>
<td>25</td>
<td>In-class, hard copy</td>
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<tr>
<td>Quiz - Mammals</td>
<td>October 28</td>
<td>50</td>
<td>In-class, hard copy</td>
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<tr>
<td>Short descriptive paper – Puget Sound Marine Mammal profile</td>
<td>November 4</td>
<td>100</td>
<td>Upload to Canvas</td>
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<tr>
<td>Slater Museum Field Trip assignment and participation</td>
<td>November 11</td>
<td>75</td>
<td>Upload to Canvas</td>
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<tr>
<td>Presentation – Birds (individual)</td>
<td>November 13 or 18, as assigned</td>
<td>200</td>
<td>In-class, hard copy. Upload powerpoint to Canvas before class</td>
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<tr>
<td>Peer Feedback on Bird Presentations</td>
<td>November 13 and November 18, 25 points each day</td>
<td>50</td>
<td>In-class, hard copy</td>
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<tr>
<td>Video Reflection, <em>Winged Migration</em></td>
<td>November 18</td>
<td>15</td>
<td>In-class, hard copy</td>
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<tr>
<td>Invertebrate research assignment</td>
<td>November 29</td>
<td>75</td>
<td>Upload to Canvas</td>
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<tr>
<td>Research Paper, Fish Species Profile (final)</td>
<td>December 9</td>
<td>150</td>
<td>Upload to Canvas</td>
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<td><strong>TOTAL</strong></td>
<td><strong>1015 points</strong></td>
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Extra Credit: Field Trip to Seattle Aquarium

There will be a field trip to the Seattle Aquarium at the end of the last week of class. Your ticket will be provided, and there is an inexpensive express bus from the Tacoma Dome. However, due to the travel time involved, I will not make this mandatory. Participation in this trip and provision of a reflection uploaded to Canvas is worth up to 100 points.

Final Grade Calculations

If you achieve 965 points (that is about 96% of the 1015 points available), I will consider that to be a 4.0. Below that, the following formula is applied: (Your points as a percentage of 1015 * 4)/100

Late work:

Turn in your work on time! Unless you’ve made prior arrangements with me, I do not award full credit to work turned in past the due date and time, and very rarely will I accept anything that’s more than a week late. Due to the nature of some assignments, I at times won’t accept late work at all. Presentations, for example, need to take place when scheduled.

In short, turn your work in on time. And if you know that this might be difficult for a specific assignment, speak to me before the assignment due date has passed. The popular maxim that “It’s easier to ask for forgiveness than it is to get permission.” does not apply to late work in this class.

http://www.tacoma.washington.edu/enrollmentservices/grading.cfm
Teaching and Learning Center

The TLC provides a wide variety of instructional resources and support for teaching and learning at UW Tacoma. Teaching and learning are ongoing processes that take practice, commitment, and time. We are here to assist you in achieving your goals and provide math/quantitative, writing, science, and other tutoring services.

http://www.tacoma.washington.edu/tlc/

Academic Standards/Plagiarism

All student work must be free of plagiarism. Plagiarism is defined in the University catalog and in the Student Handbook. Consult your professor if you have any questions.

A major part of your experience in the class will be reading, synthesizing, and using the knowledge and ideas of others. It is the responsibility of the faculty to help you in this process and to be certain you learn to credit the work of others upon which you draw. To plagiarize is to appropriate and to pass off, as one's own ideas, writing or works of another. Plagiarism is no less of a misconduct violation than vandalism or assault. Ignorance of proper documentation procedures is the usual cause of plagiarism. This ignorance does not excuse the act. Students are responsible for learning how and when to document and attribute resources used in preparing a written or oral presentation.

For more information, please refer to the Academic Honesty: Cheating and Plagiarism document prepared by the Committee on Academic Conduct in the College of Arts and Sciences, UW Seattle:

http://depts.washington.edu/grading/issue1/honesty.htm

Library

The UWT Library provides resources and services to support students at all levels of expertise. We guide students through the research process, helping them learn how to develop effective research strategies and find and evaluate appropriate resources. For more information about the Library and its services, see:

http://www.tacoma.washington.edu/library/

This course is heavily research-oriented and you need to be familiar with research strategies, journals, and books in this area. So, go to the library – often. Make friends with the research librarians. They love to help, and helping you research effectively is what they are trained to do. So let them do their jobs, and don’t be shy about asking for help. However, they probably won’t have much patience with your last-minute crises, so leave plenty of time for your assignments.

Electronic Devices

Electronic devices (including, but not limited to, cell phones, pagers, laptops, and personal digital assistants) may only be used in the classroom with the permission of the instructor. Activities that are non-relevant to the course, such as checking/sending email, playing games, and surfing the web, are considered disruptive activities when class is in session.

E-mail Policy:  http://www.tacoma.washington.edu/policies_procedures/E-mail_Policy.pdf
Disability Support Services

The University of Washington Tacoma is committed to making physical facilities and instructional programs more accessible to students with disabilities. Disability Support Services (DSS) functions as the focal point for coordination of services for students with disabilities. In compliance with Title II or the Americans with Disabilities Act, any enrolled student at UW Tacoma who has an appropriately documented physical, emotional, or mental disability that substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working], is eligible for services from DSS. To schedule an appointment with a counselor, please call (253) 692-4522. Consult the web page below for a complete description of services.

http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm

Campus Safety Information


Escort Service

Safety Escorts are available Monday - Thursday 5:00pm - 10:30pm. They can be reached either through the duty officer or by dialing #300 from a campus phone.

In case of a fire alarm

Take your valuables and leave the building. Plan to return to class once the alarm has stopped. Do not return until you have received an all clear from somebody "official," the web or email.

In case of an earthquake

DROP, COVER, and HOLD. Once the shaking stops, take your valuables and leave the building. Do not plan to return for the rest of the day. Do not return to the building until you have received an all clear from somebody "official," the web, or email.

Inclement Weather

Call (253) 383-INFO to determine whether campus operations have been suspended. If not, but driving conditions remain problematic, call the professor's office number. This number should provide information on whether a particular class will be held or not, and/or the status of pending assignments. If the first two numbers have been contacted and the student is still unable to determine whether a class will be held, or the student has a part-time instructor who does not have an office phone or contact number, call the program office number for updated information.